

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12IN1

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Lee Begle

Official School Name: Ferdinand Elementary School

School Mailing Address: 402 E. 8th Street
Ferdinand, IN 47532-9156

County: Dubois State School Code Number*: 1581
Telephone: (812) 367-2721 E-mail: lbegle@sedubois.k12.in.us

Fax: (812) 367-1194 Web site/URL: http://www.sedubois.k12.in.us/schools/ferdinand-elementary

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Mr. Rick Allen Superintendent e-mail: rallen@sedubois.k12.in.us

District Name: Southeast Dubois County School Corporation District Phone: (812) 367-1653

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Kent Uebelhor

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12IN1

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12IN1

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 3 Elementary schools (includes K-8)
 (per district designation): 1 Middle/Junior high schools
1 High schools
0 K-12 schools
5 Total schools in district
2. District per-pupil expenditure: 9700

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 33
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	28	17	45		6	0	0	0
K	23	23	46		7	0	0	0
1	26	22	48		8	0	0	0
2	25	28	53		9	0	0	0
3	26	24	50		10	0	0	0
4	22	30	52		11	0	0	0
5	0	0	0		12	0	0	0
Total in Applying School:								294

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
0 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
96 % White
1 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	7
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	2
(3)	Total of all transferred students [sum of rows (1) and (2)].	9
(4)	Total number of students in the school as of October 1, 2010	294
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 97%

Total number of ELL students in the school: 9

Number of non-English languages represented: 1

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 22%

Total number of students who qualify: 67

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 9%

Total number of students served: 32

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>10</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>13</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>5</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>8</u>	<u>5</u>
Total number	<u>29</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 23:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

“Ferdinand Elementary School is committed to providing a quality educational program designed to maximize student potential for lifelong learning in a safe environment.” Our mission statement succinctly states our philosophy of high expectations for lifelong learning.

Situated in the small town of Ferdinand, Indiana, much of the geographic area surrounding Ferdinand Elementary is dedicated to farming. Most of the local inhabitants rely upon skilled or semi-skilled labor opportunities within local industries for employment. Ethnic values and cultures are very important, and they contribute much to the strong economic base that is present within the area. Most of the residents are lifelong and have roots that extend over several generations. Recently, several families of different ethnicities have moved in to our community; this has made our student population more diverse than in the past. This has presented both challenges and learning opportunities for students and staff, encouraging growth and change.

Ferdinand Elementary School is a pre-kindergarten through fourth grade elementary school, providing programs for special needs preschoolers, learning disabled, behaviorally challenged, speech and language delayed, gifted and talented, and general education students. High expectations are in place for all students, faculty, and staff in our school.

We have a rich history of openness to new ideas and professional development and sharing. Ferdinand Elementary has enjoyed an enduring tradition of excellence, receiving the state’s highest commendation, the Four-Star School Award, consecutively since its inception twenty-one years ago. In order to receive this award, Ferdinand Elementary students have scored in the top quartile or higher in both language arts and mathematics on the ISTEP +, our state’s standardized test, and student attendance rates have exceeded 98%. Additionally, we have been named an Exemplary School by the state of Indiana since the inception of the award.

Ferdinand Elementary’s success can be attributed to a number of factors, including strong administrative leadership, parental support, a longstanding tradition of high expectations, forward thinking teachers, and paraprofessionals, all of whom are open to change and committed to student success. Implementation of research-based Minds in Motion, where students execute physical activities which promote crossing the midline, focusing, and managing their bodies in time and space, has helped students prepare their brains for learning. Recent introduction of a preschool program and full-day kindergarten also contribute greatly to our school’s success.

Our principal of thirty-three years is a forward thinking leader who seeks out change and encourages faculty and staff to stay abreast of new educational research and strategies. He organized monthly book club meetings in which teachers shared professional literature and modeled instructional strategies for one another. Our principal requires teachers to share the most pertinent information and model the best strategies from recently attended professional development meetings and workshops. In this way, all of our teachers speak the same language and have access to best educational practices. He continues to support our ideas for professional growth by seeking funding through the corporation or outside grant opportunities. Our principal is a strong proponent of the use of data as a powerful instructional tool. As a result, our school was one of the first to implement the Response to Instruction Model (RTI), a research-based intervention program for tier two and three students.

Further, parental support is key to our academic success. We have a successful volunteer program, which has been in place for decades. Parents participate on a weekly or as-needed basis to assist with classroom activities, field trips, and special events planning. We boast nearly one hundred percent participation in back-to-school orientation sessions, parent-teacher conferences, and Parent Teacher Organization events. Parents are expected to require their children to commit daily time to homework and school preparation.

We ensure this through signed homework, newsletters, progress reports, and report cards. Classroom websites and weekly newsletters are vital links between school and home. Parents regularly receive notes, phone calls, and e-mails. A huge part of our success can be attributed to this strong bond between school and home.

Another key component of Ferdinand Elementary's success is our established tradition of high expectations for academic and behavioral standards. New students often experience a period of adjustment to our standards and expectations. Newly hired paraprofessionals and substitute teachers regularly praise the rigor of our curriculum. The results of these high expectations are evidenced in ISTEP + pass and pass-plus percentages. During the 2010 – 2011 academic year, one hundred percent of the students taking the math portion of ISTEP+ passed. This included all special needs students. Language arts scores during the same year showed similar results with over ninety percent of students passing.

Highly effective teachers and paraprofessionals are instrumental to the success we have attained and expect to continue. Ferdinand Elementary teachers and paraprofessionals work above and beyond the school day to ensure student success. Teachers also put in countless hours in preparing, planning, analyzing data, and communicating with parents. It is common to see teachers and assistants come to school early or stay late to prepare materials. Teachers stay current by joining online learning communities, seeking out best practices through workshops, which align with our school improvement goals, and reading professional journals. In order to support the best possible learning environment, teachers require students to adhere to rigorous disciplinary standards. Fairness and consistency are key to disciplinary success.

1. Assessment Results:

Ferdinand Elementary School includes students from Pre K to grade Four. Standardized assessments referred to as ISTEP+ are given to students in grades three and four each spring. The ISTEP+ exam is a state mandated test that consists of two parts, applied skills and multiple choice. The applied skills test is a Criterion-Referenced test (CRT) that students take in early March. The second test, a Norm-Referenced Test, (NRT) is given in early May.

The Indiana Academic Standards define three categories of student achievement in English/Language Arts and Mathematics (Pass+, Pass, and Did Not Pass). Pass + indicates that the student meets the passing standard and demonstrates high achievement in the knowledge and skills of the content area. Pass indicates the student meets the passing standard. Did Not Pass indicates the student fails to meet the passing standard and will likely need remedial assistance. State and school-wide results can be found at <http://www.doe.in.gov/data/>.

Each year our school strives to maintain a 90% or higher passing rate on our statewide assessment. By utilizing the RTI model (Response to Intervention) for the past seven years, we have tracked and monitored our data by grade level and posted the results on a data wall. The wall quickly shows the number of students who have met benchmark, or fall in the two lower categories referred to as strategic or intensive. We also have a goal of having 90% of our students in the benchmark area by the end of the school year.

Over the past five years, our scores have consistently stayed at or above 85% passing in both math and language. We feel this is due to a number of factors: First, our school implemented the RTI model nearly seven years ago. Our staff administers Dibels assessments during the course of the year and that data is tracked on our data wall. Those students who fail to meet benchmark are placed in intervention groups. These groups meet daily and are provided additional instruction beyond their core instruction. Interventions are determined by using each child's assesment data and they are in turn grouped into small groups, working on similar skills within their intervention group. Our interventionists are comprised of our teaching assistants, who work closely with our intervention coordinator and the classroom teachers. The second factor that has contributed to our success is likely the development of our Full Day Kindergarten program. Nearly 100% of our kindergarten students have participated in our FDK program over the past five year year period. Without question, this additonal time has allowed us to provide the intervention necessary to make sure most, if not all, of our kindergarten students were making necessary progress. The final factor that likely has helped us maintain a high degree of success is our general ed preschool program. This program, similar to the FDK program, began five years ago. Each year we have been able to ensure the successful early educational foundation of 20-40 students and help them prepare for kindergarten.

Historically, Ferdinand Elementary has achieved consistently high state rankings in the area of mathematics. We are currently in our third math cycle using Saxon Math. We feel that the Saxon math program has been part of the reason for this ongoing success. Skills are reviewed throughout the year, and there is daily review of the basics needed in math during the daily math meeting. In the 2009-2010 academic year, 100% of our third grade students passed the mathematics portion of ISTEP, and 98% of our 4th grade passed. The 2010-2011 test results were our finest ever. In addition to a strong math program and solid intervention program, we carefully monitor our students' Acuity scores, and teachers do an excellent job of reviewing the results and reteaching, if necessary. We also use these results to develop a strong intervention plan. Students are grouped according to results and are providing daily intervention.

2. Using Assessment Results:

Assessment data steers instructional practices and planning at Ferdinand Elementary School. ISTEP+ and Acuity data are used to determine grouping for remediation purposes in both math and language arts. Acuity data is used quarterly to determine strengths and weakness of individual students. Matrix reports are run and shared by grade level and the special needs teacher to determine areas of deficiency and instructional groupings. This data is used in the classroom to remediate areas of weakness. DIBELS, DAZE, and TRC benchmark tests for reading fluency and comprehension are administered systematically. MClass Math benchmarks are administered three times per year. Data is used in determining intervention groups and classroom instruction. Progress monitoring is ongoing, and the data drives daily instruction.

Accelerated Reader assessments are used to supplement the language arts curriculum on a daily basis. Ferdinand Elementary's Accelerated Reader team meets with the school librarian to determine annual progress goals regarding points and percentages to be attained at each grade level. Ten percent of each student's reading grade is based on the attainment of these goals. Teachers use the data from Accelerated Reader reports to determine who is attaining proficiency in comprehension. Teachers also use the reports to determine deficiencies, and classroom instruction is modified accordingly. Students who achieve eighty-five percent accuracy or higher are rewarded by having their picture placed on the school's "Reading Stars" wall. Classroom teachers run routine reports, which are shared with students; these reports inform students of their grade level ranking in Accelerated Reader. Other reports used include average points per student, average book level, and average percentage correct. Student and classroom rewards are given based on these reports.

Accelerated Math assessments are used for both high and low achieving students. The results of the assessments indicate whether or not students are mastering basic or advanced skills. This program provides supplemental instruction for students at both ends of the spectrum. It is instrumental in pinpointing lack of mastery.

Acuity test data reveals weaknesses in particular areas, which align with our state standards. Quarterly, item-analysis reports are run, which show areas of strength and weakness. Classroom teachers and the special needs teacher meet each quarter to collaborate on areas for remediation, strategies for reteaching, and grouping. These groups are flexible and change as student mastery occurs. Instructional assistants are trained by classroom teachers and the special needs teacher in the implementation of best practices for remediation.

In an effort to carry out the RTI program and meet the needs of all students, our entire school's master schedule was revamped to accommodate twenty-minute intervention blocks for each grade level five days per week. In order to use all instructional assistants during intervention time and create the best student-to-teacher ratio, grade levels met with our principal to stagger language arts instruction times. This allowed for every grade to maximize intervention time and accommodate an uninterrupted ninety-minute block of reading each day.

DIBELS, DAZE, TRC, Accelerated Reader, and MClass results are reported to parents regularly via parent-teacher conferences, sign and return information letters, and with quarterly progress reports. ISTEP+ reports are published in all local newspapers, and quarterly Accelerated Reader winners are pictured. Progress reports and quarterly report cards must be signed and returned to ensure parents receive the information. To support our disciplinary expectations, students are awarded the "Principal's Award" each semester if they maintain commendable levels of effort and behavior. Certificates are published and sent home, and a cumulative list is published in local papers each semester. Additionally, parents have Internet access to Harmony, our school attendance and grade reporting system, to routinely monitor student progress. More than ever before, we have consistent communication between school and home regarding assessment data.

3. Sharing Lessons Learned:

Ferdinand Elementary School is a firm believer in professional modeling and sharing. This is evidenced by the numerous requests for student teachers at our school. In recent years, we have had an influx of student teachers from other districts and schools choosing to spend one of their observation days in our classrooms. Our classroom doors have always been open to visiting teams of teachers from neighboring corporations who wish to observe our instructional practices, technology, multi-cultural week, and RTI implementation. This sharing has included modeling classroom lessons, professional sharing time, and webinars. When our school implemented the Four Block Literacy Framework, teams from Ireland Elementary, William Tell Elementary, Perry Central Elementary, Otwell, Shoals, and Cannelton observed our teachers in action.

Teachers from Ferdinand Elementary School routinely share teaching strategies within our building and among the elementaries in the corporation. Professional development opportunities were provided in which teachers shared their top teaching ideas with colleagues. Reciprocally, we have sought opportunities to observe other schools' best practices to enhance our curriculum and instruction. These include: Lodge Elementary, Howard Roosa Elementary, Mount Vernon Elementary, Perry Central Elementary, Loogootee Elementary, and David Turnham Education Center. Takeaways from these visits included ideas for enhanced inclusion, technology integration, reading instructional strategies, and instructional techniques in writing.

The majority of Ferdinand Elementary teachers belong to the Dubois Area Reading Council, and several have held leadership positions on the council's board. Ferdinand Elementary teachers have participated in the council's literacy night by modeling effective reading strategies parents can use with children at home. Teachers have shared best reading practices with parents via classroom simulation with parents acting as students during a PTO meeting.

Finally, teachers serve on district teams such as high ability, technology integration, curriculum, and special education in order to network and provide consistent programming throughout the district.

The impact of teachers training each other within and across buildings has inspired us to continually seek new ideas, which enhance classroom instruction, and more importantly, student learning.

4. Engaging Families and Communities:

Ferdinand Elementary School is an integral part of the community. We often speak of our "school family," when referring to our school personnel, students, and parents. Our strong belief in communication is the basis of all that we do to engage families in our school community. With the advent of each new school year, classroom teachers prepare an orientation session with parents of their students. Expectations and guidelines are communicated along with strategies for parents to best help their child academically. Parents are given an opportunity to interact with the teacher and are encouraged to share any concerns. Shortly thereafter, parents meet with teachers for conferences. Assessment data, classroom behaviors, and other concerns are shared. Every possible effort is made to achieve one hundred percent attendance at conferences. In the rare case a parent does not attend, a phone or Skype conference is held. Throughout the year, parents are connected with the school via e-mail, weekly classroom newsletters, and web pages. Weekly newsletters contain vital information for student success, such as spelling words, upcoming tests and quizzes, and information regarding upcoming classroom activities. Individual students are also highlighted in many of the newsletters. Additionally, school activities are regularly highlighted in the local newspaper to keep the school community informed of our accomplishments. A school carnival is held every other year to bring families into the school atmosphere on a social basis. Ferdinand Elementary has a fundraising committee, which devotes itself mostly to charitable causes. Riley Children's Hospital is one of our biggest charities. We have donated over \$20,000 to Riley Hospital over the past twenty years; our faculty and students take tremendous pride in this cause as we try to surpass the previous year's goal. This year, a student in another school in our corporation was diagnosed with a terminal illness. Our students, faculty, and staff, overwhelmingly supported a charity fundraiser resulting in nearly a \$3,500

effort. Each Christmas, we encourage families to contact us if they are having financial difficulties. In turn, the faculty and staff eagerly support this cause. As a result, families have shown tremendous appreciation.

Most recently, Ferdinand Elementary formed a bilingual committee, including teachers, paraprofessionals and administration to reach out to our Hispanic population. During our first meeting, academic expectations were shared. In order to attain full communication, we invited our high school Spanish teacher to interpret. Parents were shown how to assist their children in basic reading and math homework procedures.

Along with an active Parent Teacher Organization, we also have a parent advisory group to assist with projects, committees, and discussion. Our belief in engaging families in our community has been and will continue to be fundamental to the success of Ferdinand Elementary.

1. Curriculum:

Ferdinand Elementary School curriculum adheres to the Indiana Academic Standards and Common Core Standards. Each grade level uses the Indiana and Common Core Standard learning targets on the Indiana Department of Education's web site at <http://www.buildyourowncurriculum.com> to set our scope and sequence and ensure that seamless instruction occurs between and among grade levels.

For reading, a ninety-minute uninterrupted block of time has been established for each grade level. Tier one reading instruction occurs during this time. Our curriculum addresses the big five areas of reading on a daily basis: phonemic awareness, alphabetic principle, fluency with text, vocabulary, and comprehension. Teachers on all grade levels ensure that students are exposed to a variety of genres and literary texts, including not only the basal series adopted by our curriculum committee, but also an assortment of tradebooks, periodicals, poetry, reader's theater scripts, and real-life reading.

Language arts instruction includes basic grammar, sentence structure, and the use of conventions with an emphasis on six-trait writing. Teachers across grade levels launch writing workshops with a focus on idea generation, use of voice, organizational techniques, sentence fluency, word choice, and the use of proper conventions.

Mathematics instruction at Ferdinand Elementary focuses on mastery of basic math skills and problem solving. Manipulatives, systematic timed fact tests, problem-solving tasks, and daily math meetings are key to the historic success we have experienced on state assessments.

Ferdinand Elementary's science curriculum teaches basic science vocabulary and concepts in physical, life, and earth science. Students utilize investigations and hands-on activities to hypothesize, analyze, and apply science knowledge. Our current pedagogy requires students to use critical and scientific thinking. Math is integrated into the science curriculum through the use of problem solving, charts, graphs, and tables.

Social studies instruction at Ferdinand Elementary includes a combination of reading comprehension and experiential learning. Students learn basic vocabulary, geography and map skills, and content related to state standards through various modalities. Field trips, which correlate to our state standards, enhance and bring to life both the historical and social aspects of our past and current communities.

Art and music classes are provided on a once or twice per week basis, depending on grade level. Teachers follow state standards and use a variety of projects and activities to enhance curriculum. The art curriculum reaches out into the community by creating Veteran's Day Flags, signs for a lemonade stand for Riley Children's Hospital, and creating ads, which are published in local newspapers for Newspaper in Education Week. Students' artwork is proudly displayed throughout the school, in local businesses, and at the Krempp Art Gallery on the campus of Vincennes University Jasper Center.

Music education at Ferdinand Elementary school is comprised of singing, movement, rhythmic activities, instruments, composers, music history, and theory, which correlate with state and national music standards. Community outreach experiences, such as singing at the local nursing home, enhance the curriculum. Community resources, such as guest performers, are utilized regularly to educate and inspire students in the field of music. A yearly talent show and Parent Teacher Organization performances are staples at Ferdinand Elementary. These opportunities afford students a venue to experience public performance through singing, dance, and experiential learning.

Physical education instruction is carried out by the classroom teachers on a twice weekly basis. Across grade levels, students work on flexibility, agility, balance, and endurance through a class structure, which is typically divided into three segments.

Technology is integrated throughout all curricular areas as a tool to enhance both learning and instructional outcomes.

2. Reading/English:

In an effort toward continuous improvement, teachers and staff at Ferdinand Elementary School chose an approach to teaching literacy that was research-based and fit the needs of our students. We decided to use a model suggested by the state of Indiana which included an uninterrupted ninety-minute block of instruction which focused on the big five ideas of reading: phonemic awareness, alphabetic principle, fluency, vocabulary and comprehension. Ferdinand Elementary students are engaged in the core reading curriculum for ninety minutes each day in grades kindergarten through two. Direct, whole-group instruction, teacher modeling of skills, and student interaction with on-level reading represent sixty minutes of the block; thirty minutes are devoted to small group work, progress monitoring, and literacy stations. Grades three and four are engaged in ninety minutes of language arts instruction each day, divided into reading, writing, spelling, and grammar skills. Teachers use direct, whole-group, teacher modeling, and small group instruction.

Students at Ferdinand Elementary School have meaningful interaction with grade-level text through whole-group, small group, and individual experiences. They have daily opportunities to interact with text at their own reading level. In doing this, students respond daily to open-ended questions both orally and in writing. Correspondingly, students write responses to open-ended reading comprehension and literary analysis questions weekly. Students consistently and repeatedly work on comprehension strategies through numerous reading experiences. Teachers and interventionists lead direct instruction in the following skills: character, setting, main idea/details, fact/opinion, visual information, author's purpose, prediction, drawing conclusions, cause/effect, compare/contrast, nonfiction text features, fantasy/reality, and sequencing. Strategies employed include making connections, visualization, organization, determining important information, asking questions, and monitoring comprehension. Our teachers use before, during, and after reading strategies in an effort to engage readers' thinking voices. Professional development opportunities and weekly grade level meetings have enhanced common terminology used with students about what good readers do. A key outcome has been the acquisition of "the thinking voice" by students while reading.

Students in grades kindergarten through two utilize the MClass DIBELS benchmarking and progress monitoring system to check for mastery of skills throughout the year. Kindergarten through grade two teachers use the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) and TRC (Text, Reading, and Comprehension) data to drive instruction and remediation, while teachers of grades three and four utilize DAZE and Acuity data to inform instruction both in the classroom and for tier two and three interventions. Reading intervention is carried out with fidelity at Ferdinand Elementary in twenty-minute sessions five days per week. Data is revisited after progress monitoring to keep intervention groups current and to ensure that every child is receiving the needed support to become a successful reader. Conversely, students at the opposite end of the data spectrum receive opportunities to enhance vocabulary and comprehension through Accelerated Reader, the Word A Day vocabulary program, and a specialized acceleration program.

3. Mathematics:

Ferdinand Elementary's mathematics instruction is rooted in the Indiana State Standards and carried out via our curriculum committee's adopted series, Saxon Math. Students begin each math lesson with a meeting which encompasses calendar, time, quick thinking, problem of the day, counting patterns, money, telling time, practice and review skills. Instruction includes systematic daily timed math fact practice, which leads to automaticity. New concept instruction relies upon key math vocabulary terms,

manipulatives, modeling, and practice. Additionally, daily practice is laced with review. At the culmination of each day's new concept, teachers model problem-solving techniques by projecting work and completing practice problems collaboratively. During this time, problem areas are pinpointed and retaught, thus allowing teachers to assist individuals with areas of deficiency. This portion of math instruction allows maximum interaction between and among students and classroom teachers. Time is allowed daily for students to complete independent and partner practice. In this way, teachers and paraprofessionals are present to assist individual students. Daily homework is assigned to students; parents pledge to participate by reviewing assigned material and signing to ensure that work is accurate and complete. The rigor of our math curriculum has produced phenomenal results in the area of growth according to our state assessment, ISTEP+. The rigor easily allows us to pinpoint areas of need at both the low and high achieving ends of the spectrum. Teachers use MClass, Acuity, classroom performance, and ISTEP+ data to create intervention and acceleration groups. Interventionists instruct non-mastery students for thirty to forty-five minutes, five days weekly. Accelerated Math is used for both high and low achievers. Objectives are assigned according to student needs. The program is used to supplement classroom instruction both during the school day and in an after school remediation program. Ferdinand Elementary believes our longstanding tradition of success in mathematics has been achieved through a commitment of time, rigor, and parental support and involvement.

4. Additional Curriculum Area:

At Ferdinand Elementary School, science is a dynamic curricular area in which students take an active role in their scientific learning through hands-on experiences, simulations, experiments, investigations, and critical thinking activities. As a result of these experiences, students are knowledgeable in the use of scientific tools and instruments and can skillfully record their observations. Teachers model the use of verbal and written formats to report results. Scientific thinking is the basis of instruction as students use mathematical skills. In the process, students are taught to justify and explain their reasoning both verbally and in writing. Students further investigate the living environment and physical setting, observing and communicating changes that occur in both. They utilize mathematical thinking and problem-solving skills in the context of science. Students understand that data can be manipulated through mathematic operations and displayed using various charts and graphs. Students learn to extrapolate data and make inferences based on information presented.

At the advent of their school career, students at Ferdinand Elementary are immersed in activities, which not only inspire scientific thinking, but pique curiosity about the world surrounding them. Examples include incubation and hatching of chickens, care of classroom pets, monarch butterfly life cycle observation, predator/prey activities with bones, taxidermied animal studies, and exposure to rocks, fossils, and minerals. Annually, students in every grade visit the Starlab, a traveling simulation of the constellations, planets, and their orbits. It is commonplace for grade levels to host local television meteorologists as classroom presenters. Some classrooms boast classroom jobs, which mimic scientific careers including horticulturist, meteorologist, and zoologist. The science curriculum at Ferdinand Elementary has not only helped our student population acquire essential skills and knowledge, but has inspired numerous former students to pursue careers in the field of science, including medicine, engineering, aeronautics, space, psychology, education, biology, and technology.

5. Instructional Methods:

In an effort to maximize student learning, growth, and potential, instruction at Ferdinand Elementary School is delivered according to student need. Data guides professional decision-making in carrying out services to those with individual education plans (IEP's) at all levels. Students with other health impairments (504 Plans) receive services such as small group instruction, separate test-taking environments, and have non-reading curricular content read to them in assessment situations. Study guides, elimination of answer choices, and abbreviated or modified assignments are made for these individuals. In some cases, in addition to the aforementioned accommodations, modified curriculum is launched for those students showing severe standards-related deficiencies. Upon teacher recommendation, many students take advantage of a free high school tutoring program. Ferdinand Elementary offers speech

and language services in small group and one-on-one settings with a certified speech and language pathologist. Services of this nature are sometimes provided within a classroom setting. A challenging summer reading program, along with summer packets encourage students to remain engaged in learning and reading over the summer months. Several students are invited to a summer camp for activities they may not otherwise receive.

To achieve our goal of meeting all students' needs, Ferdinand Elementary School recently revamped the entire master schedule. This allowed uninterrupted twenty-minute blocks of time, five times per week for interventionists to deliver instruction in critical areas of concern in reading. This also allowed our interventionists to achieve the best possible instructor to student ratio. Paraprofessionals participate in ongoing training provided by staff within our building and outside resources. All interventions delivered are research-based and hinge on data directives. Grade level teachers meet with our special needs teacher/intervention coordinator to share data, determine skill areas, and student groupings on a quarterly basis.

Comparatively, math interventions are driven by data from the results of Acuity, ISTEP+, and MClass Math. As previously mentioned, thirty to forty-five minute blocks of time are dedicated to student groups five days weekly. Students work with interventionists one-on-one or in small groups in order to remediate areas of deficiency.

After school remediation is provided for students appearing to be at risk according to Acuity data. Each week, paraprofessionals work with students for two one-hour sessions on both math and language skills. This service is provided to students free of charge, and nearly one hundred percent of those invited choose to attend. Again, we attribute participation in this successful program to the support of our students' families.

For students who exceed grade level expectations, Ferdinand Elementary provides an Acceleration program for all grades. The acceleration program is coordinated by one of our classroom teachers, who is part of a district team. Instruction is delivered by a certified teacher in the areas of vocabulary, reading, writing, and project-based learning. Acceleration students' needs are also met in individual classrooms as students read and write at their levels. Use of the Accelerated Math program supplements mathematics instruction for these students on a daily basis.

At Ferdinand Elementary we believe in the use of technology as a tool, therefore it is seamlessly integrated into every subject. Students use word processing programs, publishing tools such as Print Shop, Power Point, and PhotoStory, as well as the Internet to enhance background and learning. Additionally, teachers depend on technology for grading, attendance, e-mail, web site design, newsletters, and digital instruction. Classroom cameras, iPods, iPads, document cameras, and electronic sound systems are an integral part of daily classroom instruction for both teachers and students.

6. Professional Development:

Through a recent teacher survey, we found one hundred percent of our teachers agree that effective professional development related to our vision will positively impact student achievement. All professional development opportunities align with our school improvement goals as stated in our school improvement plan. Faculty meeting time is set aside for professional collaboration, in which teachers share ideas gathered from recently attended workshops, helping our staff grow as a whole. Teachers at Ferdinand Elementary School are encouraged to continue to develop their skills professionally. Workshops, seminars, webinars, teacher sharing, and school visits are offered and attended by teachers, staff and administration. By contract, teachers are allotted two professional days per year. At times, permission has been granted if additional days are warranted. Grade level teams meet on a daily and weekly basis to focus on continuous school improvement. Teachers often use their preparation or lunchtime to meet as grade-level teams to discuss state standards and collaborate on program ideas. Technology training has been ongoing, based on teacher needs assessments. Teachers with expertise in particular areas are utilized to train fellow teachers. Summer workshops give teachers the opportunity to

broaden their technical skills. The Internet has allowed for further professional development with the use of webinars and video-conferencing.

Student achievement has been tremendously impacted by our school's professional development program. Students and teachers use a common language to effectively communicate concepts and ideas. This has led to increased enthusiasm and performance on the part of students, especially in the areas of reading, writing, and language arts. Students are producing lengthier, more thoughtful pieces of writing as a result of our Six-Trait Writing training. Several teachers were afforded the opportunity to attend various six-trait writing workshops. We, in turn, were expected to engage in teacher-to-teacher training. When teachers return from a recent workshop with new ideas, the enthusiasm is contagious, both among colleagues and students. We believe that professional sharing positively impacts teachers, students, and our school as a whole.

7. School Leadership:

In our pre-kindergarten to grade four elementary, we are part of a larger corporation, guided by one superintendent and one principal. The leadership philosophy at Ferdinand Elementary School is one of expecting and exceeding excellence. For example, the state average passing score for language arts and math is typically in the high seventies or low eighties. The expectation in our school has always been to achieve a minimum passing percentage of ninety or above. In the past two academic years, we have achieved these goals and even far exceeded them with ninety-eight to one hundred percent of our students passing the math portion of our state assessment and have been in the mid-nineties for language arts.

Our principal has always encouraged and supported the faculty's desire to learn and grow professionally. Under his leadership, Ferdinand Elementary School has evolved through various approaches to instruction and learning, including literature-based reading, Four Block Literacy Framework, literacy stations, Saxon Math and Six-Trait Writing. Our administrative leader has always found ways to fund opportunities for teachers to learn and grow, which, in turn, has led to increased student achievement. When approached with requests for classroom materials, such as resource books, tradebooks, and other teaching tools, our principal has always managed to find the resources necessary to fund such expenditures.

Our administrator encourages enforcement of school policies, including attendance, discipline, dress code, and procedures. He is a firm believer in firm, fair, and consistent discipline. Substitute teachers often comment about our students' exemplary behavior. Students are rewarded each quarter with a Good Behavior Bash to celebrate their success. He provides routine pep talks to students prior to all standardized test sessions. Convocations related to state standards are also presented throughout the year. Students also have the opportunity to eat lunch with the principal as a reward for hard work or exemplary behavior. Our principal encourages consistent communication between school and home. He is a strong proponent of community involvement, a driving force in the development of our extensive volunteer program at Ferdinand Elementary. He is a member of Kiwanis, a service organization which focuses on school-aged children. He encourages student involvement Kiwanis programs, such as youth soccer, basketball competitions, and social gatherings. He is also an active member of the Indiana Association of School Principals. He instills a sense of pride in students for their school and the building itself. Our principal is visible and accessible; faculty, parents, and students are always welcome and encouraged to share successes and concerns with him.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: ISTEP +

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	100	86	92	85	91
Pass +	63	41	40	39	32
Number of students tested	51	37	53	66	47
Percent of total students tested	96	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	4	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
Pass +					
Number of students tested	6	8	5	9	4
2. African American Students					
Pass and Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass +					
Number of students tested		1			
4. Special Education Students					
Pass and Pass +					
Pass +					
Number of students tested	2	3	10	15	7
5. English Language Learner Students					
Pass and Pass +					
Pass +					
Number of students tested					
6.					
Pass and Pass +					
Pass +					
Number of students tested					
NOTES:					

12IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	98	95	89	91	89
Pass +	22	22	17	26	21
Number of students tested	51	37	53	66	47
Percent of total students tested	96	97	100	100	100
Number of students alternatively assessed	2	1	0	0	0
Percent of students alternatively assessed	4	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
Pass +					
Number of students tested	6	8	5	9	4
2. African American Students					
Pass and Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass +					
Number of students tested					
4. Special Education Students					
Pass and Pass +					
Pass +					
Number of students tested	2	3	10	15	7
5. English Language Learner Students					
Pass and Pass +					
Pass +					
Number of students tested					
6.					
Pass and Pass +					
Pass +					
Number of students tested					
NOTES:					

12IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	98	100	92	96	92
Pass +	63	91	40	49	24
Number of students tested	51	35	53	47	49
Percent of total students tested	98	94	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	2	6	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +					
Pass +					
Number of students tested	9	7	5	4	6
2. African American Students					
Pass and Pass +					
Pass +					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass +					
Number of students tested		1			
4. Special Education Students					
Pass and Pass +					
Pass +					
Number of students tested	7	3	10	8	5
5. English Language Learner Students					
Pass and Pass +					
Pass +					
Number of students tested		1			
6.					
Pass and Pass +					
Pass +					
Number of students tested					
NOTES:					

12IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: ISTEP+

Edition/Publication Year: 1997

Publisher: CTB McGraw Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Apr	Apr	Sep	Sep	Sep
SCHOOL SCORES					
Pass and Pass +	94	94	93	91	94
Pass+	46	27	30	26	16
Number of students tested	35	51	70	47	49
Percent of total students tested	97	96	100	100	100
Number of students alternatively assessed	1	2	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +			92		
Pass+			25		
Number of students tested	7	9	12	4	6
2. African American Students					
Pass and Pass +					
Pass+					
Number of students tested					
3. Hispanic or Latino Students					
Pass and Pass +					
Pass+					
Number of students tested	1				
4. Special Education Students					
Pass and Pass +					
Pass+					
Number of students tested	3	7	14	8	5
5. English Language Learner Students					
Pass and Pass +					
Pass+					
Number of students tested	1				
6.					
Pass and Pass +					
Pass+					
Number of students tested					
NOTES:					

12IN1

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass and Pass +	99	92	92	89	91
Pass+	63	65	40	43	27
Number of students tested	102	72	106	113	96
Percent of total students tested	97	95	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	3	4	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	15	15	10	13	10
2. African American Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	2	0	0	0
4. Special Education Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	9	6	20	23	12
5. English Language Learner Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	1	0	0	0
6.					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IN1

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Pass and Pass +	96	94	91	91	91
Pass+	31	24	24	26	18
Number of students tested	86	88	123	113	96
Percent of total students tested	96	96	100	100	100
Number of students alternatively assessed	3	3	0	0	0
Percent of students alternatively assessed	3	3	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Pass and Pass +	0	0	64	0	0
Pass+	0	0	17	0	0
Number of students tested	13	17	17	13	10
2. African American Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
3. Hispanic or Latino Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	1	0	0	0	0
4. Special Education Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	5	10	24	23	12
5. English Language Learner Students					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	1	0	0	0	0
6.					
Pass and Pass +	0	0	0	0	0
Pass+	0	0	0	0	0
Number of students tested	0	0	0	0	0
NOTES:					

12IN1